



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 106052

DfES Number: 530256

### INSPECTION DETAILS

Inspection Date	30/11/2004
Inspector Name	Julie Neal

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Tree House Pre School (The)
Setting Address	41 Exeter Road Exmouth Devon EX8 1PU

### REGISTERED PROVIDER DETAILS

Name	Tree House Pre School 1078491
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### ORGANISATION DETAILS

Name	Tree House Pre School
Address	41 Exeter Road Exmouth Devon EX8 1PU

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

The Tree House Pre-school is registered to provide sessional day care and pre-school education for up to 24 children aged three to five years. It is managed by a voluntary parent committee and is affiliated to the Pre-school Learning Alliance. Children attending live in the sea-side town of Exmouth and the surrounding locality.

The pre-school has the sole use, during sessions, of two adjoining classrooms, in Exeter Road Primary School and also uses the school's computer suite and hall once per week. The enclosed infant playground is used for outdoor play and the children are occasionally taken by staff on local outings to the beach, shops, library and other local facilities.

The pre-school is open, term-times only, from 09.00 to 15.15 Mondays to Fridays (this includes the lunch club sessions which run from 11:45 to 12.45).

The pre-school employs a qualified early years teacher as supervisor and a deputy supervisor, qualified to NVQ level 3, at each session. They are assisted by two qualified assistants (one qualified to NVQ Level 3 and one to NVQ Level 2). The pre-school operates with an adult: child ratio of 1:6.

There are 38 children on the roll at present, most of whom are funded three- and four-year-olds. Currently there are four children with special educational needs and two children who speak English as an additional language attending the pre-school. The setting has received support from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Tree House Pre-school provides good quality care for children. The provision is welcoming and child friendly, and staff ensure that both indoor and outdoor space is used well.

Children take part in a good variety of activities that encourage learning and

development in all areas. They explore and investigate confidently and show high levels of interest and engagement. Good use is made of staff observations to ensure effective planning for each child. Activities are supported by an extensive range of resources, including those that reflect cultural diversity. Staff ensure that a variety of resources are arranged to be easily accessible to children, who freely self select. Staff interact very well with children. They are positive and encouraging, and manage behaviour in an appropriate manner. They show a good understanding of equal opportunities issues, and ensure that individual needs are understood and met well. The provision is very inclusive, with good support for children with special needs, and those who speak English as an additional language.

Staff show regard for health and safety issues. Children are learning effective personal hygiene routines and developing awareness of healthy eating. The provision is secure and staff are vigilant over children's safety. However, systems of daily checks and records of risk assessments are inconsistent.

Parents are made very welcome within the setting. They receive good quality information about the setting, the curriculum, and the activities their children take part in, and children's records are shared appropriately. They are encouraged to take an active part in the setting and to be involved in their children's learning. The provision is well organised, documentation is maintained appropriately and most policies and procedures meet requirements. Staff and committee show commitment and enthusiasm, however committee members do not demonstrate appropriate knowledge of National Standards.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- Children take part in a good range of activities that encourage learning and development in all areas. These are supported by a variety of resources, which are easily accessible to children.
- Space is used very well to ensure there is a wide choice of activities available to children.
- Staff show a good understanding of equal opportunities issues and demonstrate inclusive practice. Support for children with special needs and for whom English is an additional language is very good.
- Staff interact well with children. They make good observations of what children do, which are used well in planning.
- Parents are kept well informed about the provision and staff work well with parents to ensure individual children's needs are met.

#### **What needs to be improved?**

- documentation, to include the actions to be taken in the event of an allegation against a member of staff, and the role of the regulator
- formal and informal risk assessments.
- committee knowledge of National Standards and associated responsibilities.

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

Since April 2004 Ofsted has not received any complaints about this provider.

### **Outcome of the inspection**

Good

### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
1	Ensure committee members are familiar with National Standards and are aware of their responsibilities.
6	Develop systems of safety checks, and ensure that risk assessments are regularly reviewed and updated.
14	Review child protection policy to ensure there is a written procedure to follow in the event of an allegation against a member of staff or volunteer; and ensure complaints procedure accurately reflects Ofsted's role.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Tree House Pre-school provides good quality nursery education. Children are making very good progress towards the early learning goals in mathematical development, knowledge and understanding of the world, physical development, and creative development. Progress in personal, social and emotional development and communication, language and literacy is generally good.

Teaching of the children is generally good. Staff show good knowledge and understanding of the early learning goals and stepping stones. Planning makes clear links to each of the six areas of learning, and generally most aspects of learning receive balanced coverage. Staff make good observations of what children do, and systems of assessment link well to the stepping stones. Staff make good observations of children, and observations and assessments are used effectively to plan the next steps for individual children. Support for children with special needs is good, with staff working well with parents and external agencies to ensure individual needs are met. Children who speak English as an additional language are supported well, with staff ensuring they are enabled to participate effectively. Behaviour is generally managed well, and staff are very positive and encouraging.

Leadership and management of the setting is generally good. The staff team are well qualified, committed, and enthusiastic. There are appropriate processes to enable the setting to identify its strengths and areas for improvement, and a strong commitment to staff training and development. However, organisation of some resources makes them hard for children to access.

Partnership with parents is generally good. Parents are welcomed in the setting and encouraged to become involved in their children's learning. They are given good information about the provision and activities, but do not receive ongoing information about children's progress towards the early learning goals.

### What is being done well?

- Children are confident, relating well to each other and adults. They communicate well, and are developing good handwriting skills.
- Children are developing good mathematical skills, they count well and learning simple calculation effectively. They explore and investigate confidently, and are learning well about ICT.
- Children move very confidently within their environment and have good spatial awareness. They use a good range of creative media, and engage well in imaginative play.
- Staff develop good relationships with parents and carers, who are made welcome within the setting. Staff are inclusive, and children's individual needs

are supported well.

- Staff show good knowledge and understanding of the Foundation Stage curriculum. Observations and assessments are used well to plan the next steps for individual children.

#### **What needs to be improved?**

- feedback to parents about their children's progress towards the early learning goals
- management of children's behaviour in some whole group activities.
- children's independent use of books.

#### **What has improved since the last inspection?**

The setting has made generally good progress since the last inspection. There were two key issues. These were, to improve information given to parents about the education programme, making records accessible and encouraging parents to contribute; and to ensure all staff are aware of the intended learning outcomes of activities, giving appropriate support and extension, and developing climbing and balancing skills. Staff generally show good understanding of learning intentions, they demonstrate awareness of how activities can be extended and where children need support. Children climb and balance very well. Parents receive information about the curriculum and activities and receive a report on their children's progress towards the early learning goals when they leave. However they do not receive ongoing information about their children's progress.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident and well motivated. They develop good relationships with each other and with adults. They show high levels of personal independence, and care and share well. Children confidently self select resources to use in their play, and they concentrate on and persist well with activities of choice. They show understanding of ground rules and routines, however concentration and behaviour deteriorates during some whole group activities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children communicate confidently with each other and with adults. They link sounds and letters well and make good use of language to organise their thoughts and ideas. Children are writing well for a variety of purposes and are forming recognisable letters, with older and more able children clearly writing their names. They are developing a good understanding of print having meaning and handle books well, however, children are not independently selecting books as part of their play.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count confidently and recognition of numerals is good. They are developing calculation skills, and show an understanding of simple addition and subtraction. They show a good understanding of weight and measure, and shape recognition is good. Children use positional language in appropriate contexts, and have good opportunities to practise mathematical learning in everyday, meaningful contexts.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children explore and investigate confidently. They take part in interesting experiments to learn about the natural world and their environment, and to examine how things change. They are developing a good understanding of time and place, and are learning very well about their own and other cultures. Children use a good range of materials to build and construct in a range of projects and activities. They are developing very good ICT skills and use a range of ICT related equipment in activities.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently in their environment. They are well co-ordinated and show good spatial awareness. They use a good range of equipment and tools and are developing very good skills in moving their large and small muscles. Children are learning well about health and hygiene, and how their bodies work.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children use a good variety of media and materials. They take part in creative art and craft projects, and express themselves very well in activities with no pre-defined end product. Children engage well in imaginative role play and non- adult directed activities. They show enjoyment of singing and musical activities and use a variety of musical instruments.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Continue to develop systems of planning, monitoring, and evaluation with particular regard to display of books and the management of large group activities.
- Develop processes of feedback to parents ensuring that they receive ongoing information about their children's progress towards the early learning goals.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*